Promoting Excellence for All

REQUEST FOR PROPOSAL

NEW JERSEY COLLEGE BOUND GRANT PROGRAM

FISCAL YEARS
2008-2012

PROPOSAL APPLICATION DUE MARCH 9, 2007

FISCAL YEARS 2008-2012
COLLEGE BOUND GRANT PROGRAM

TABLE OF CONTENTS

Appendices
- List of Abbott School Districts
- College Bound Database Elements
- Technical Training Workshop Registration Form
- Intent-to-Apply Form
- Application Cover Sheet
- Application Cover Sheet Addendum
- Table of Contents
- Student Population
- Overall Project Budget Summary Form (2008)
- Budget Narrative (2008)
- Summer Budget Summary Form (2008)
- Academic Year Budget Summary Form (2008)
- Overview of Annual Budgets (2009-2012)
- Accounting of Personnel Time (2008)
- Software/Hardware/Instructional Materials Inventory (2008)
- Memorandum of Assurances

CALENDAR OF EVENTS

Release of RFP	November 20, 2006
Technical Training Workshop	December 15, 2006
Intent-to-Apply Forms Due	January 31, 2007
Proposal Due	March 9, 2007
Announcement of Grant Awards	May 2007

FISCAL YEARS 2008-2012
COLLEGE BOUND GRANT PROGRAM

I.   **Purpose**

The College Bound Program, a grant program supported by the State of New Jersey and administered by the New Jersey Commission on Higher Education, addresses the educational needs and aspirations of disadvantaged, at-risk youth in grades six through twelve in the Abbott School Districts. The grant supports precollege educational enrichment activities to help ensure completion of secondary school and the successful pursuit of a postsecondary education in the sciences, mathematics, or technology.

II.   **Background**

The College Bound Grant Program was created in 1986. For fiscal 2007 the funded College Bound programs proposed to serve over 2500 students; they are housed at 10 sites and involve 12 colleges and universities throughout the state. Programs have been successful in preparing low-income students for postsecondary education. For College Bound students who graduated in 2004, 70 percent enrolled in college within one year of graduation.

Serving from 40 to 600 students, the programs vary greatly in size and scope. Some of the programs focus on middle school students while other programs assist high school students. All programs include a summer session; some have a residential component. Students to be served come from the 31 Abbott School Districts established by the Comprehensive Education Improvement and Financing Act of 1996 (CEIFA). Except for three school districts, all have a district factor grouping of A or B, the two lowest possible socioeconomic rankings. District factor groupings are determined by educational level of the population, occupation, population density, income, unemployment, and poverty levels.

In 2005 the Commission successfully submitted a second application for GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and was awarded funding for six years by the U.S. Department of Education. NJ GEAR UP State Project builds on existing state-funded College Bound programs at Mercer County Community College; New Jersey City University; Passaic County Community College; Rowan University; and the Consortium for Pre-College Education in Greater Newark, which is composed of New Jersey Institute of Technology, Rutgers University-Newark, and the University of Medicine and Dentistry of New Jersey. NJ GEAR UP State Project recruits and serves students in the cities of Camden, Jersey City, Newark, Paterson, and Trenton. [Additional information about NJ GEAR UP is available on the Commission website, www.state.nj.us/highereducation/gearup.htm.]

III.   Program Description

Funds for College Bound programs are designated to provide on-campus support services and academic classes and activities for students enrolled in Abbott School Districts as identified by the *CEIFA* (see appendices for a list of these school districts). Programs must emphasize the sciences, mathematics, technology, and language arts. The services and activities provided by the program should ensure that students successfully complete high school and enroll in college.

College Bound projects should include the following basic program features:
- Four- to six-week summer programs on college campuses.
- Twenty-session academic year component with at least ten Saturdays either on campus or at a school. (Academic year sessions may consist of after-school tutoring/counseling, Saturday instruction, field trips, college visits, and/or conferences.)
- Individual and group counseling for academic and personal issues.
- Tutoring.
- Career awareness workshops, speakers, and field trips.
- Multicultural enrichment activities.
- Exposure to positive role models.
- Parents' participation and enrichment activities. A minimum of three parent workshops annually must be provided.
- Dissemination of college admission and financial aid information and assistance for students preparing to make the transition into postsecondary education. Program must provide students with the opportunity to visit other colleges and universities.

All programs must begin serving students no later than 10th-grade and provide services through completion of high school. Any programs that recruit students at the middle-school level must ensure that services continue through high school graduation.

IV.   Program Priorities

The priorities of the College Bound Grant Program are connected and as a whole encourage success for participating students with the goal of completion of high school and enrollment in a college or university. Proposals must address all program priorities.

A.   Student Recruitment
      Proposals should contain a detailed plan for recruiting the target student population. The proposal should also include annual recruitment and retention targets for the five-year grant cycle. The plan for recruitment should include an overview from start to finish, including the following items:
- Identification of the target population and school district(s).
- Plan for marketing the program to the appropriate parties and promoting awareness in the community.
- Application process.
- Criteria for selection of students.
- Overall timetable for the recruitment process.

B.   Academic Achievement
Programs should focus on instruction in math, science, reading, writing, study skills, and other necessary subjects for academic achievement. Instruction should support school studies and the state core curriculum content standards, increased performance on state standardized tests, and the use of technology when possible. Programs should encourage high school students to enroll in rigorous courses to ensure a better transition into postsecondary education.

C.   Counseling and Advisement
Programs should encourage students to continue their schooling after high school by providing counseling and advisement that will assist them in selecting the proper courses and developing the interpersonal skills needed to succeed in school. Workshops and presentations to the families of these students about adolescent issues and academic readiness are also recommended.

D.   Information about Higher Education
To increase the number of College Bound students admitted to and graduating from college, programs need to provide information on postsecondary education opportunities through such forums as college fairs and college site visits. Programs should prepare students for college entrance exams and assist secondary school students in completing college and financial aid applications. Students and their families should be offered assistance in making wise college and financial aid package choices.

E.   Collaboration and Outreach
Successful programs should network and collaborate with other precollege programs, postsecondary institutions, school districts, local businesses and community agencies, and state and local agencies. These collaborations enhance College Bound as well as support the state's initiative to encourage coordination and development of mutually beneficial partnerships that improve the quality of teaching and learning at all levels.

Program directors and/or coordinators are expected to participate in monthly College Bound Directors' meetings. Directors also are expected to assist in the planning and implementation of annual statewide conferences.

Programs **must** work and develop partnerships with the school districts from which students are recruited. A *Memorandum of Assurances* (Attachment E, see appendices) must be completed for each school district from which the program will recruit students.

Community awareness and support of the program increases the chance of student success. Programs must plan to offer information sessions to build understanding about College Bound and are expected to have a website with information about the project. Activities involving parents in the education of their children must be part of outreach activities.

A secondary attribute of successful programs is their ability to seek significant additional sources of funding from the federal government, private foundations, and other state agencies.

F.   Program Assessment
In order to assess effectiveness of services and activities, programs will be responsible for collecting appropriate student data and maintaining this information in a specified Microsoft Access database format. Lists of the type of data elements that programs must collect and maintain are included in the appendices. Programs must have or plan to acquire the appropriate computer equipment and software application, Microsoft Access, to support the collection of data. The proposal also should contain information about the mechanisms and procedures in place for data collection and maintenance, such as how and when the information will be collected as well as the person(s) responsible for data collection and maintenance of the database. In addition, programs must have a plan to measure accomplishment of objectives using a balance of both qualitative and quantitative instruments.

V.   Funding Policies

Funding Period: Five years with annual continuation requests
Available Funds: $2,840,000 based on the allocation from fiscal 2007
Maximum Award: $459,500[*]

[*] *For partnership programs, those involving two or more institutions, a greater amount may be requested.*

Funds provided under this grant will supplement, not supplant, federal, state, and/or local funds made available for any activities proposed in the project submitted. All funding decisions are contingent on the actual amount of funds available through the fiscal 2008 Appropriation Act and an analysis of proposals submitted. For fiscal 2007, $2.9 million was appropriated for the grant program.

Once the Commission approves the award for a funded program, an annual project contract will be issued. After the second year of the grant cycle, the Commission will evaluate program outcomes based on annual reports submitted by the program to determine if funding will continue and/or if adjustments need to be made. For example, if the program is serving fewer students than originally proposed, the Commission may reduce the annual award amount. Failure to submit a satisfactory annual report in a timely fashion may result in the forfeiture of the final payment and/or suspension of the project from participation in the grant.

A.   Eligibility
Only nonprofit, non-rabbinical/theological degree granting New Jersey colleges and universities are eligible to receive grants. Only <u>one</u> grant will be awarded per site. A site is defined as a recognized college or university. An exception is made for Rutgers, The State University and the University of Medicine and Dentistry of New Jersey (UMDNJ). The three campuses of Rutgers at Camden, Newark, and

New Brunswick will each be considered separate site. The same applies for the campuses of UMDNJ at Newark, New Brunswick/Piscataway, and Stratford.

Should multiple colleges and universities form a consortium and decide to submit a collaborative application, proposals may <u>not</u> be submitted by any of the institutions involved; individual institutions in the consortium are not eligible to submit separate proposals. For example, if Rutgers University-New Brunswick campus submitted a proposal, then it may not serve as a partner in a consortium with Middlesex County College in another proposal, even if Middlesex County College is the lead institution; only one proposal per site. However, Middlesex County College could partner with Rutgers University-Newark since it is a separate site.

B. Target Student Population
Programs must serve a minimum of 60 students per year. Programs conducted with these funds are for the benefit of students attending public schools in the Abbott Districts in grades six through twelve. All students attending the target school(s) are eligible for the program and the program should ensure equal access. Existing College Bound students who were originally recruited from a school in the Abbott District who are no longer enrolled in an appropriate target school may continue to be served but should be identified on a separate roster.

C. GEAR UP Programs
The Commission has a fiscal commitment to the NJ GEAR UP State Project, a federally funded grant. Approximately $1.65 million of College Bound funds is earmarked as a matching contribution to the NJ GEAR UP State Project.

Five programs are currently part of NJ GEAR UP State Project —Mercer County Community College, New Jersey City University, Passaic County Community College, Rowan University, and the Consortium for Pre-College Education in Greater Newark (consisting of New Jersey Institute of Technology, Rutgers University-Newark, and University of Medicine and Dentistry-Newark). These programs must meet the same requirements of this RFP. Should these programs seek an increase in their College Bound funding, their proposal score will determine their actual award amount.

VI. Evaluation

A. Collection of Project Data
The Commission has developed a Microsoft Access database that funded programs are required to use to collect and maintain student data. Programs are required to collect a recognized unit identifier for each student served as well as demographic and academic data while the student is a College Bound participant. *The recognized unit identifier must allow the program and/or the Commission to track a student's progress through school and into college.*

A complete database for the entire fiscal year is due with the annual report, but programs may also be required to submit interim databases during the year. A list

of the data elements that programs will be responsible for collecting and maintaining is included in the appendices.

Data should be collected from the time of a student's enrollment in a College Bound program through the student's initial enrollment in a postsecondary institution. Each project should maintain data on the following measures:

1. <u>Retention in the program</u>. Data on how many students remain in the program from year to year. The program should establish target retention rates for each year of the grant cycle.

2. <u>Test scores</u>. Annual results on the GEPA, HSPA, and/or other standardized tests for the appropriate age groups, as well as the number of students who take the official PSAT and SAT and their scores. The program should establish objectives for the number of students who will take the PSAT and SAT (or ACT) as well as the target proficiency levels for students taking GEPA and/or HSPA.

3. <u>School class and grade information</u>. Programs should collect report card data such as the classes taken by the student and their corresponding grades. As part of the evaluation plan, the program should have target goals that include the number of students who will enroll in particular math, science, and/or technology classes.

4. <u>Attendance</u>. Programs should also track and establish targets for student attendance in their school and in the program. Programs may want to consider attendance requirements for students.

5. <u>High school graduation rate</u>. The number and percentage of students participating in the program who graduate each year. The program should establish graduation rates for each year of the grant cycle.

6. <u>College acceptance and enrollment</u>. Data on the number of secondary school participants who complete high school and enroll in college. Commission staff will work with funded projects to develop a mechanism for collecting data on college acceptance and verification of enrollment. The program should establish college enrollment rates for each year of the grant cycle.

B. Survey
The Commission may also require programs to survey all of their students and parents. The survey instrument would be created by the Commission and given to programs to collect information about attitudes on college preparedness, financial aid, program services, and other related grant issues.

C.   External Evaluation
        The Commission may employ an external, out-of-state evaluator (that is, an individual whose place of primary employment is not in New Jersey) to review programs in a timely fashion with respect to achievement of the objectives based upon collected data. In addition, the evaluator may review the procedures and mechanisms for collecting data using paper reviews and, possibly, site visits. Commission staff will be present during the site visits.

VII.   Application Procedures

The Commission will offer a technical training workshop for institutions interested in applying for this grant. People interested in attending these workshops must sign up in advance using the registration form provided in the appendices. The workshop will be held on **Friday, December 15, 2006,** in Trenton. Given the changes made in this RFP from the previous competition, attendance is strongly encouraged to ensure that applicants are aware of Commission expectations for funded grant projects.

Institutions interested in applying are expected to submit an *Intent-to-Apply Form* located in the appendices. Please note that information on the *Intent Form* is only preliminary and may be changed in the final proposal submitted. The *Intent Form* may be faxed to the Commission.

One original and four copies of the proposals should be sent to the New Jersey Commission on Higher Education. **Proposals not complying with the requirements set forth in this RFP will not be considered.** All forms are available electronically on the Commission website: www.state.nj.us/highereducation/.

The proposal package must contain the following documents:

A.   A completed *Application Cover Sheet* (Attachment A) with original signatures of the lead institution's president, or official designee, and project director [if the project director has yet to be hired, the individual overseeing the proposal application should sign]. For partnership projects involving two or more postsecondary institutions, please complete an *Application Cover Sheet Addendum* (Attachment A-1).

B.   One-page abstract (300 words or fewer).

C.   A *Table of Contents* (Attachment A-2); assemble proposal in the order listed.

D.   A completed *Student Population Form* (Attachment A-3) indicating the annual number of students served from each Abbott School District. The program must serve a minimum of 60 students each year.

E.   A narrative not to exceed 25 single-spaced pages with no smaller than 12-point type and one-inch margins, using the section headings listed and described in Proposal Review Criteria on page 9.

F. Detailed budgets (Overall, Summer, and Academic Year) for fiscal 2008 that show the direct costs for implementing of the project, in-kind contributions, indirect costs, and funding from other sources. Refer to Section X - Guidelines for Developing a Budget on page 11. (Use the appropriate *Budget Summary Forms*: B-1, B-2, and B-3).

The fiscal 2008 Overall Budget must be explained in a supporting narrative. The budget narrative (Attachment B-1a) should contain the item expense; where appropriate, the purpose of the expense; any calculations used; and the amount funded by the grant, institution, and other sources. Sources of other funding should be identified in the budget narrative. The following are examples of a budget narrative section:

Line	Item & Explanation	Calculations	Grant	Inst.	Other*
3d	6 tutors: 3 summer, 5 academic year, and 1 additional during the end of each semester	3 @ $6.50/hr x 8 hrs/wk x 6 wks = $936 5 @ $6.50/hr x 6 hrs/wk x 22 wks = $4,290 1 @ $6/hr x 10hrs = $ 60 TOTAL = $5,286	$4,000	$1,286	

Line	Item & Explanation	Calculations	Grant	Inst.	Other*
14	Student meals Summer Breakfast, lunch, and snack for 50 students Academic Year After-school snack for 25 students (tutoring) Breakfast for 50 students (Saturday) Other funds from U.S. Dept. of Agriculture for summer meals	50 x $10 x 4 days x 6 wks = $12,000 25 x $2 x 1 day x 22 wks = $1,100 50 x $3 x 1 day x 20 wks = $3,000 TOTAL = $16,100	$11,100	- 0 -	$5,000

For the subsequent years of the grant cycle, fiscal 2009-2012, only an annual overview is needed. Please complete the Annual Budgets Overview Form (Attachment BB-1). The budget line categories are outlined in Section X - Guidelines for Developing a Budget, on page 11.

G. An *Accounting of Personnel Form* (Attachment C-3) for key personnel working on the grant project. When appropriate, include individuals who may not be funded by the grant but who are essential to the program, e.g., project director. For positions that are temporary or where various individuals carry out the same activity, such as tutors, summer instructors, and peer mentors, only the position, not the individual, needs to be identified. The same is true for positions that will be filled if the program is awarded funding.

H. A completed *Software/Hardware/Instructional Materials Inventory Form* (Attachment C-4) with a list of itemized items to be purchased with grant funds.

The total dollar amount should equal the amounts listed on budget line #7 and/or #8 of the *Overall Budget Summary Form.* A maximum of $3,000 may be used to purchase computer equipment for administrative use. The project may total the cost for notebooks, paper, binders, pens, and pencils and divide the total amount by the number of students to be served to determine a per-student cost rather than list the individual expense for each item. Information reflected on this form should only include materials related to instruction (exception is the allowance for computer equipment for administrative use). Promotional items such as T-shirts and lanyards should not be listed.

I.   Completed *Memorandum of Assurances* (Attachment E) for each Abbott School District the program will serve. Make copies of the form as needed.

J.   An organizational chart for program personnel, including the individual with fiscal oversight and the person to whom the program reports at the institution.

VIII. Review Process

The CHE contracts with qualified out-of-state consultant/reviewers to read and evaluate the proposals. Each proposal will be reviewed by two external consultants. Consultants will be drawn from two- and four-year institutions of higher education, other state and federal agencies, and/or private foundations.

Reviewers will read independently and deliberate as a team to discuss the scores. The maximum number of points a proposal may receive is 100. The Commission awards grant moneys in rank order on the basis of an application's total score and reviewers' recommendations. To be eligible for funding, a proposal must score a minimum of 75 points and receive a positive funding recommendation from the consultant. These evaluations serve as the sole basis for preparing a rank-order listing of the applications.

IX. Proposal Review Criteria

The Commission will instruct the external evaluators to review each proposal to determine the extent to which the project fulfills the purposes and priorities of the College Bound Grant Program. Reviewers will evaluate proposals according to the criteria in each section listed below.

A.   Extent of Need for the Project (16 points)

     1.   Include a description of the needs that will be addressed by the project supported with empirical data.

     2.   Describe the needs in the community and the school(s)/district(s).

     3.   Provide data on the target student population including ethnicity, age, grade level, school attended, student achievement data, and other relevant factors.

B.   Plan of Operation and Management (32 points)

    1.   Clearly describe the activities the project will offer. Identify the elements of each activity and include timelines with start and end dates; the number of participants; and the individuals responsible for implementing the activity.

    2.   Explain how the activity will address the needs identified. Where possible, state both the immediate outcomes and the long-term benefits.

    3.   For any services not routinely provided to every student, such as tutoring or personal counseling, include an overview of the program's policies for providing such services. The overview should indicate how the program will determine when a service will be provided, frequency of service, method of delivery, and to which students.

    4.   Show how the management plan ensures proper and efficient administration of the project. Identify organizational structure, the time commitment of key project staff, the plans for financial management, and plans for student records collection and management.

    5.   Where appropriate, indicate the level of collaboration with the host institution(s) and school district(s) for planned activities. Note any partnerships with external groups (e.g., corporations, businesses, or non-profit organizations) that will support project activities.

    6.   Indicate the number of students to be served each year by completing the Student Population form (Attachment A-3).

    7.   Briefly summarize the ability of the project and its institution to successfully implement activities proposed and achieve target outcomes. For currently funded College Bound programs, include a copy of the official historical college enrollment data in the appendices. Comments about college enrollment data should be included in this section.

C.   Evaluation Plan (27 points)

    1.   For the activities planned, the proposal must include, but is not limited to, the following target objectives with measurable outcomes for each year of the grant:
- Establish a student retention rate for each year of the grant.
- Indicate the percentage of students who will score proficient or higher for each section of the GEPA (Grade Eight Proficiency Assessment) and/or HSPA (High School Proficiency Assessment).
- Specify the number of 10th-, 11th-, and 12th- grade students who will take the official PSAT and SAT or ACT.
- Provide the percentage of 9th-grade students who will take Algebra I.
- Provide the percentage of 11th-grade students who will take Chemistry.

- Set a target high school graduation rate for 12th-grade students.
- Set a target college acceptance rate for 12th-grade students.
- Specify the types and frequency of activities offered to parents to encourage their support of their child's education

2. Describe the methods for data collection, incorporating the use of the College Bound Microsoft Access database.

3. Indicate the method(s) that will be used in project evaluation and the instruments and means that will be used to collect the data.

4. Specify the timetable for collection, analysis, and reporting of the data.

5. Describe the project's plan for using the evaluation information to determine program effectiveness and means for improvement.

D. Qualifications of Personnel (12 points)

1. Provide the qualifications of the project director and each of the other key personnel involved in the project, including but not limited to coordinators, teachers, counselors, tutors, and mentors. Include vita/resumes in the appendices.

2. Provide job descriptions for key personnel and state the time that each person designated in the proposal will commit to the project.

3. If appropriate, describe activities for staff development and means for assessing staff.

4. Include the organizational chart as an appendices.

E. Budget and Resources (13 points)

1. Ensure that all supporting documentation is included and completed (Budget Summary Forms-overall, summer, and academic year; Budget Narrative; Overview of Annual Budgets; Accounting of Personnel Time; and Inventory Form). Budget requests must comply with the guidelines in this College Bound RFP.

2. Fiscal information should clearly show that resources are adequate to achieve the project objectives. Justify that the costs are reasonable in relation to the objectives of the project and the number of students to be served.

3. Provide evidence that the institution and/or external sources have committed facilities, equipment, personnel, and other resources necessary to supplement the grant and enhance project services. Resources committed

by the institution and/or external parties are appropriate and sustainable for the entire grant cycle.

4. Provide evidence of support from the school districts served by completing the *Memorandum of Assurances*.

X. Guidelines for Developing a Budget

All budget requests should reflect realistic implementation costs. Consortial arrangements that capitalize on fiscal economy, human resources, and coordination are strongly encouraged. However, a single college or university must act as the fiscal agent. In addition, the presidents of each participating institution must attest to the institution's involvement in the consortium by signing the proposal.

Complete an *Overall Budget Summary Form* and budget narrative detailing program expenses for fiscal 2008 (Attachments B-1 and B-1a). For the first year of the grant also provide program expenses for the summer and academic year by completing Attachment B-2 and B-3. For a description of the budget line allocations and budget exclusions, refer to the sections below (X.A. and X.B.).

For the remainder of the grant cycle, years two through five, complete an *Overview of Annual Budgets* (Attachment BB-1). Refer to the Annual Budget Overview Categories on page 15 for the calculation formulas.

A. Budget Line Allocations
To assist institutions in preparing a proposal for submission under this grant program, the following guidelines will apply. All figures and calculations used must be explained briefly in an accompanying budget narrative. Only one cumulative budget narrative to accompany the Overall Budget for fiscal 2008 is necessary. *Proposals submitted without a budget narrative will not be considered.* Please round figures to the nearest whole dollar.

1. Professional staff
Use the appropriate subcategories – administrators/coordinators, instructors, counselors, tutors, mentors, and other. For other, specify job title(s) and responsibilities. If salary is hourly, please show calculations for projected workload(s) in the budget narrative.

If the program employs faculty, reimbursement for release time should be calculated on the basis of reduced course work consistent with the institution's policy for compensation. For summer faculty reimbursement, pro-rate based on the annual salary for the maximum allowed. For example, if a faculty member will work on the grant for one month during the summer, reimbursement may not exceed their monthly salary. *Grant funds may not be used to cover overload for faculty.*

2. ***Professional staff fringe benefits may not be covered by grant funds***.

3. Clerical/Support staff

New support staff added for the purposes of the grant must be hired for positions that are necessary only for the grant period or that the institution will continue to support. If salary is hourly, please show calculations for projected workload(s) in the budget narrative.

4. *Clerical/Support staff fringe benefits may not be covered by grant funds*.

5. Consultant services
   Use this category for professionals or organizations hired to conduct workshops, program evaluations, professional development, or other program related services who are not employed by the applicant institution(s). For the budget narrative include the specific fees charged by the individual or organization. Any related expenses associated with the activities, such as travel, should be included as well. If available, identify individuals/organizations in the budget narrative by name, institution, or affiliation, and the proposed activity they will provide.

6. Staff travel
   Project participant travel should be calculated according to prevailing institutional policies. Mileage reimbursement for staff should not exceed the state maximum ($.31/mile). The expenses (registration and transportation) associated with professional development for program staff should be included in this category and described in the budget narrative.

7. Software/Hardware
   Pricing should reflect standard educational and/or volume discounts and should not be based on manufacturer-suggested list prices. A maximum of $3,000 may be used to purchase computer equipment for administrative office use. Indicate the source for the prices provided. Use Attachment C-1 to list the anticipated purchases.

8. Other instructional materials
   Use Attachment C-1 to list the anticipated purchases for instructional materials. Some examples of instructional materials are textbooks, calculators, SAT preparatory materials, pens, paper, notebooks, scientific laboratory kits, maps, compasses, rulers, and other items associated with student learning. For general student supplies, the proposal may use a lump sum figure. The project may total the cost for notebooks, paper, binders, pens, and pencils and divide the total amount by the number of students to be served to determine a per-student cost rather than list the individual expense for each item. *Use this category for instructional materials only; student promotional items, such as T-shirts and lanyards, should be listed under budget line #9-publicity/outreach.*

9. Publicity/Outreach
   Examples include but are not limited to flyers, posters, application materials, workshop announcements, T-shirts, backpacks, water bottles, and lanyards. Programs should use funds prudently for promotional and other giveaway

items. Include the specific details in the budget narrative. For example, show the calculation for the number of T-shirts for program participants multiplied by the cost per T-shirt.

10. Student transportation
    <u>Only</u> use this category for routine travel costs for students to attend the program. For example, if students are bused to the institution or if the program provides vouchers for public transportation for students to attend the summer or academic year sessions. ***Transportation costs associated with a specific activity such as field trips or college visits should be included in budget line #14-field trips/cultural events or budget line #16-special events.***

11. Student Meals
    The number of students multiplied by the cost of the meal(s) per student and the number of days must be noted in the budget narrative. In the budget narrative, show calculations for summer and academic year food costs. ***Meals that are part of an event, such as a field trip or an awards banquet, should not be included under this category. Use budget line #14-field trips/cultural events and #16-special events as appropriate.***

12. Student insurance
    The number of students multiplied by the cost of insurance per student and the number of days must be noted in the budget narrative.

13. Student stipends
    The number of students and stipend amount per student must be noted in the budget narrative. The reason for offering the stipend and the method for distribution funds to students should be explained in the <u>proposal</u> narrative as part of recruitment strategies.

14. Field trips/cultural events
    Use this category for specific planned activities that take place outside the program/institution, such as college visits. All expenses associated with the events (admission fees, tickets, meals, transportation, accommodations, etc.) should be included. In the budget narrative, list the planned activity, the number of participants, and the maximum per person cost. The cost per person should include <u>all</u> expenses associated with the activity.

15. Parental activities
    Provide a list of the activities, the number of parents in attendance, and the costs associated with these activities. In the budget narrative identify the activity and show the calculation by average cost per person for the event and the number of participants.

16. Special events

Use this category for events such as awards banquets, closing ceremonies, retreats, etc. In the budget narrative, identify the activity, the number of people to attend the event, and the maximum per person cost.

17. Other
Items in this category must be directly related to the proposed specific activities that will accomplish the project's objectives and must be explained briefly in the budget narrative.

Indirect costs will not be covered by funds from this program. If utilizing a state- or federal-negotiated rate, please indicate that rate in the budget narrative and give the percentage on the Budget Summary Forms.

B.   Budget Exclusions
The College Bound Grant Program specifically excludes funding for the following purposes:

1.   Indirect costs.

2.   Fringe benefits, including cash payments for unused sick/vacation time when an individual retires.

3.   Faculty leave other than release time.

4.   Salary for project employees, including the project director, to work on the project on an overload basis. Faculty participating during the summer should not be considered overload.

5.   Out-of-state or out-of-country[*] professional meetings unless it is clearly demonstrated that attendance at a meeting will directly and significantly advance the proposed project. ([*]Country refers to the continental United States.)

6.   Field trips and college visits for students and/or parents that are more than 500 miles away or which are out of the country.

7.   Any funds received under this contract shall not be used to supplant funds normally budgeted for programs or services of the same type.

8.   Direct funding of primary or secondary schools.

9.   Basic research by individual scholars or faculty. Only applied research, i.e., to determine the effectiveness of a program/approach, is eligible for funding.

C.   Annual Budgets Categories
Complete the *Overview of Annual Budgets* (Attachment BB-1) for project expenses for subsequent grant years. Each category is a combination of budget lines listed on the Overall Budget Summary Form

1. Staffing = total of budget lines #1 through #4

2. Consultant = total of budget line #5

3. Travel = total of budget line #6

4. Materials = total of budget lines #7 through #9

5. Student expenses = total of budget lines #10 through #13

6. Activities = total of budget line #14 through #16

7. Misc = total of budget line #17

XI. **Application and Awards Schedule**

Release of RFP	November 20, 2006
Technical Training Workshop*	December 15, 2006
Intent-to-Apply Forms Due	January 31, 2007
Proposal Due**	**March 9, 2007**
Announcement of Grant Awards	May 2007

Attendance at the technical training workshop is strongly encouraged given the significant changes in this RFP. Individuals interested in attending a technical training workshop must sign up in advance. The registration form is included in the appendices and provides information about the registration deadline, time, and location of the workshop. Please make copies of forms as needed.

**Proposals must be <u>received</u> by the Commission by 4:00 p.m. on the due date of March 9, 2007. Submission by facsimile or email will NOT be accepted. Late or incomplete proposals will not be considered.

A copy of this RFP and all documents in the appendices are located on the Commission website at www.state.nj.us/highereducation. Additional information relating to the grant program may be obtained by contacting Ms. Iris Duffield at (609) 292-2955 or via email at iduffield@che.state.nj.us.

All applications under this program should be addressed to:

REGULAR MAIL	**EXPRESS DELIVERY**[*]
Ms. Iris Duffield Administrative Analyst New Jersey Commission on Higher Education Post Office Box 542 Trenton, New Jersey 08625-0542	Ms. Iris Duffield Administrative Analyst New Jersey Commission on Higher Education 20 West State Street – 7th Floor Trenton, New Jersey 08608

[*]***Please note that Priority/Express Mail through the United States Postal Service is NOT delivered directly to our offices and takes the same amount of time as regular mail.***

APPENDICES

List of Abbott School Districts	
College Bound Database Elements	
Technical Training Workshop Registration Form	
Intent-to-Apply Form	
Application Cover Sheet	Attachment A
Application Cover Sheet Addendum	Attachment A-1
Table of Contents	Attachment A-2
Student Population	Attachment A-3
Overall Project Budget Summary Form (2008)	Attachment B-1
Budget Narrative (2008)	Attachment B-1a
Summer Budget Summary Form (2008)	Attachment B-2
Academic Year Budget Summary Form (2008)	Attachment B-3
Overview of Annual Budgets (2009-2012)	Attachment BB-1
Accounting of Personnel Time (2008)	Attachment C-3
Software/Hardware/Instructional Materials Inventory (2008)	Attachment C-4
Memorandum of Assurances	Attachment E